



2013 GLOBAL TEACHER STATUS INDEX

Varkey GEMS Foundation Global Teacher Status Index October 2013

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About the Varkey GEMS Foundation

The Varkey GEMS Foundation is a not-for-profit organisation established to improve the standards of education for underprivileged children through projects encouraging enrolment in schools, worldwide teacher training programmes and advocacy campaigns. We are registered with the Charity Commission for England and Wales under charity number 1145119 and a company limited by guarantee registered in England and Wales under company number 07774287. Registered office: 5 New Street Square London EC4A 3TW.



TABLE OF CONTENTS

• Foreword	4
by Sunny Varkey	
• Executive Summary.....	6
by Professor Peter Dolton	
• Topic Insight	9
by Lord Adonis	
• Topic Insight	10
by Andreas Schleicher	
• VGF Teacher Status Index	12
• Global Teacher Status Report	15
• Country Profiles	28
• Technical Appendix:	
• Data Tables.....	50
• Methodology	55



FOREWORD

by Sunny Varkey

It is with immense pride that I say that my parents were teachers. I recently spoke with my mother about what she believed they had achieved by becoming teachers. She spoke fondly about the good will that they enjoyed locally as a result of their chosen vocation. Those who taught were held in high esteem. Teachers were often the most educated people in a community, so were turned to as a source of advice and guidance. Most importantly, of course, they sparked the imagination of children who went on to accomplish great things for themselves and for society.

Sadly, times have changed. In many countries teachers no longer retain the elevated status that they used to enjoy. Consequently, its effects are profoundly damaging to the life chances of the next generation. If teachers aren't respected in society, children won't listen to them in class, parents won't reinforce the messages that are coming from school and the most talented graduates will continue to disregard teaching as a profession. Over time, this declining respect for teachers will weaken teaching, weaken learning, damage the learning opportunities for millions and ultimately weaken societies around the world.

These reasons highlight why the Varkey GEMS Foundation created the Global Teacher Status Index to measure the level of respect for teachers in different countries. My personal ambition for teachers is that they are treated with as much respect as other professions such as doctors – as highly skilled professionals with the most important jobs in society. However, out of 21 countries surveyed in the Index, only in China did people see teachers as having an equal status with doctors. In the UK, by contrast, fewer than 5% of people thought that teachers had an equivalent status.

We also asked a question that gets to the heart of whether teaching is a respected profession: would you encourage your own child to become a teacher? While 50% of parents in China would provide positive encouragement, only 8% would do so in Israel. Equally worrying is the report's finding that in many countries, particularly across Europe, more people believe that pupils do not respect teachers than believe that they do.

But, the Index is not a counsel of despair. Countries in the Far East such as China and South Korea show that there are areas of the world where teaching retains its respected position. And, if we want future generations to have the right values and the best life chances, then part of the answer is simple: we need to recruit the best and brightest teachers into the profession, and look at the ways in which we can retain them. Finland, which comes top of the Programme for International Student Assessment (PISA) rankings has made teaching so well regarded that the very best graduates compete for the job – all of whom have master's degrees.

Research shows that the better teachers are paid, the greater the student outcomes. The Global Teacher Status Index indicates that in many countries people think that teachers deserve to be paid more – even in countries like Finland that already have excellent results. There was also overwhelming support for teachers to be paid according to their performance in all 21 countries surveyed. Given the overwhelming public demand for this, governments should consider this as a step towards increasing the status of teachers.

Sunny Varkey is the founder and trustee of the Varkey GEMS Foundation



But improving pay and conditions alone won't solve the problem of teacher status. Unless teaching is valued culturally, then the incentive of better pay will not be enough. There are many fictional representations of heroic doctors saving lives on television – from *Grey's Anatomy* to *ER* and *House* – but hardly any equivalent stories of teachers turning lives around. Every year International Nurses' Day is celebrated in the UK with a service in Westminster Abbey. President Reagan introduced National Nurses' Day in the US, which is an opportunity for the media to highlight the achievements of nurses. However, the equivalent in education, World Teachers' Day, is mostly ignored. We need to think harder, push further, and dream bigger, if we are find ways of truly celebrating the 'noble' profession. ●



EXECUTIVE SUMMARY

by Professor Peter Dolton

The growth of internationally comparative student assessment measures such as the Programme for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS), Progress in International Reading Literacy Study (PIRLS) and the publication of the Organisation for Economic Cooperation and Development's (OECD) annual Education at a Glance provides a global perspective of how children perform on comparable educational tests across many countries of the world. We are beginning to understand how this performance may relate to the resources that a country devotes to its educational system, the teacher recruitment process and how teachers are paid. What is much less well understood are the roles cultural, political and economic factors and social standing play in the position of teachers in each country, and how these might impact on education systems. More specifically we need to understand:

- How teachers are respected in relation to other professions
- The social standing of teachers
- Whether parents would encourage their children to be teachers
- Whether it is perceived that children respect their teachers
- What people think teachers ought to be paid
- Whether people think teachers ought to be paid according to the performance of their pupils
- The degree to which people trust their education system
- How much teachers are trusted to deliver a good education to our children
- Whether teachers unions have too much power.

The questions above are all dimensions of teacher status. An evaluation of teacher status can provide valuable insight for both educationalists and governments to improve educational outcomes. Furthermore, a global comparison may highlight trends and similarities across countries that can be evaluated to aid educational reforms.

The VARKEY GEMS Foundation wanted to find out the answers to these questions. A 21-country survey was conducted from 1,000 representative respondents in each of the following countries: Brazil; China; Czech Republic; Egypt; Finland; France; Germany; Greece; Israel; Italy; Japan; the Netherlands; New Zealand; Portugal; Turkey; Singapore; South Korea; Spain; Switzerland; UK; and the United States (US). These countries were chosen on their performance in PISA and TIMSS assessments to represent each major continent and as representative of different strands of education systems. It was deemed important to compose a sample in line with the relevant proportions in the population. This was done by careful consultation of the available country-specific population census information. Quota sampling was used to allocate respondents using a balanced sample of 16 to 70-year-olds, which had sample fractions according to their: age, gender and region. The data for this study was collected by the polling company Populus using a web-based survey (WBS). The results are collated in this report and presented in three key sections:

- Teacher status
- Perceptions of teacher reward
- Teacher agency and control.

Peter Dolton obtained his PhD from Cambridge University. He is presently Professor of Economics at Sussex University and a Senior Research Fellow at the Centre for Economic Performance at the London School of Economics. He was formerly Sir David Dale Professor of Economics at Newcastle University. Prior to that he held posts at Bristol and Hull Universities.



TEACHER STATUS

This portion of our study focused on teacher status, and provided indicators that formed the calculation of the Teacher Status Index. Teacher respect has a multitude of dimensions, however four indicators were deemed most beneficial to this study:

- Ranking status for primary teachers, secondary teachers and head teachers against other key professions
- Analysing the aspiration of teaching as a 'sought' profession
- Creating a contextual understanding of teachers' social status
- Examining views on pupil respect for teachers.

While there is no clear correlation between the status accorded to teachers through their Index score and student outcomes in their country, there are however significant variations between different countries due to a number of potential differences in perception and culture. Previous work has pointed to correlations between teacher pay and pupil outcomes, so this area merits serious investigation.

The study found that the average respect ranking for a teacher across the 21 countries was 7th out of 14 professions, indicative of a mid-way respect ranking for the profession. There is no international consensus on what constitutes a comparative profession for teaching, but two-thirds of countries judged the social status of teachers to be most similar to social workers. The second closest status association was to librarians (as ranked by US, Brazil, France and Turkey).

There are significant contrasts between countries over the extent to which they would encourage younger generations to become teachers. While 50% of parents in China provide positive encouragement, only 8% do so in Israel. Parents in China and South Korea, and in Turkey and Egypt are most likely to give encouragement to children to become teachers. Similarly, these countries show a higher level of belief that pupils respect their teachers. Conversely in most of the European countries surveyed, more respondents thought that pupils disrespect teachers than respect them.

PERCEPTIONS OF TEACHER REWARD

One important dimension of how an occupation is regarded, which is inextricably linked to social status, is pay. For many, status in a society depends on how much you are paid in absolute or relative terms. This section evaluated country perceptions of the estimated actual wage and perceived fair wage of teachers in their country. In most countries, the perception of what teachers earn accords with reality. However, in South Korea, Japan, Singapore, Israel and the US teachers earn more than people think they do. Conversely, the starting wage for teachers in the UK, Brazil, New Zealand, Spain and Finland is significantly lower than perception. Respondents from these countries placed their estimated starting teacher wages 20% lower than the actual starting wage. In the survey, 95% of countries said that teachers should be paid a wage in excess of the actual wage they thought they received.

Rather than raising teachers' wages in the hope of producing higher learning outcomes, many have asked whether teacher pay should be subject to the achievement of their pupils. In order to establish public opinion on this, we asked our participants whether they thought that teachers ought to be paid performance-related pay. In all 21 countries more than 59% stated teachers ought to be paid according to the performance of their pupils. The average across countries was 75%, whilst in Egypt, the figure was over 90%, and in Israel, China, Brazil and New Zealand the figure was over 80%.

TEACHER AGENCY AND CONTROL

A third, important aspect of the status of teachers is the extent to which they are seen as delivering quality education to their pupils. This is inextricably linked to the success of the education system



of which additional stakeholders, such as government or unions, have a role to play. This are of our study explored teacher agency by considering three questions:

- The degree to which people thought teachers could be trusted to deliver a good education
- The extent to which people rate the education system of their country
- Public opinion of the influence of teacher unions on teacher pay and conditions.

The average trust score for teachers across all 21 countries is a rating of 6.3 out of 10. No country gave a rating below five. This suggests that countries generally accord satisfactory or positive trust in their teachers. Finland and Brazil hold the most trust for their teachers, while Israel, South Korea, Egypt and Japan hold the least.

The average rating for the education system across all countries is 5.6, slightly lower than the trust for teachers. Similarly, seven countries rate their education system below five, which suggests they perceive their education system as substandard. Finland, Switzerland and Singapore are at the top of the table, and South Korea, Egypt and Japan are at the bottom of the table.

There is a mixed picture on whether teacher unions have too much or too little influence over teachers' pay and conditions. In the UK, and in many European countries, more people support unions having more influence over pay and conditions than those that support them having less influence. Interestingly, some of the countries with the most recent history of teacher union unrest and direct action, such as Japan, Greece, France and the US, have the highest proportions of people who think teacher unions have too much influence. In contrast, the Czech Republic, China, Egypt and Turkey have the lowest number of people who suggest that teachers unions have too much influence. It is also these countries where teacher unions have played a less important political role.

CONCLUSION

In this report we provide a summary of the main findings of our study. We highlight the determination of the social status of teachers and disentangle this from what they are paid. Importantly, we separate out perceptions of teachers from the perceptions of the quality of the education system. We explain the differences in the light of the real differences between countries and in the efficiency of their education systems.

We find that there are major differences across countries in the way teachers are perceived by the public. This informs who decides to become a teacher in each country, how they are respected and how they are financially rewarded. This affects the kind of job they do in teaching our children, and ultimately how effective they are in getting the best from their pupils in terms of their learning. ●



TOPIC INSIGHT

by Lord Adonis

No education system can be better than its teachers. Recruiting the brightest and best into teaching is a critical imperative in all nations, whatever their wealth or poverty.

Previous studies have convincingly related school performance to three variables: the academic qualifications of teachers, teacher pay and the competitiveness of entry into teacher training. The better the qualifications of teachers, and the more applicants per training place, the better the results achieved by an education system for its young people.

It comes, therefore, as no surprise that nations such as Finland, South Korea and Singapore, where there are 10 or more highly qualified applicants per teacher training place, also top OECD and other international assessments.

In the UK, over the 10 years when I have been intimately involved with education reform, I have witnessed the same trend. Fifteen years ago there were insufficient applicants to fill training places in key subjects including maths, physics and chemistry. Now all subjects are oversubscribed – and the outstandingly successful Teach First programme, which this year recruited 1,300 graduates from top universities, had six applicants for every vacancy. School results have improved sharply.

To recruit the brightest and best, teaching needs to be a high status occupation, and we need to understand better what contributes to the social standing of teachers. This is why the new VGF Teacher Status Index is so important. By means of a comparable international survey, it yields valuable data on the attractiveness of teaching as a career and the social value placed on the work of teachers across a good cross-section of nations.

The results do not simply replicate the rank orderings of, for example, the OECD PISA assessments, although the nations at the top of PISA are generally countries where the status of teachers is also fairly or very high on the VGF index. In other words, teacher status is not simply product of high academic standards and results, or of the competitiveness of teaching as a profession, although these are important. Wider social forces are at play.

There is a worthwhile debate to be had, nation by nation and internationally, on what might be other important contributory factors. For example, how important is pay? What is the male/female balance in each teaching force and does this affect status? Is the political profile of education as a 'national cause' of relevance?

There will be no definitive answers. But simply asking the questions, in the context of the VGF index, will be immensely valuable as a means of stimulating debate on education reform – just as the first publication of PISA data did at the turn of the century. For this reason, the VGF index deserves to make a big impact. ●

Andrew Adonis is a former UK Schools Minister, an author and expert on education policy.



TOPIC INSIGHT

by Andreas Schleicher

In a global economy, the benchmark for educational success is no longer improvement by national standards alone, but the best performing school systems internationally. Global comparisons show what is possible in education, they take away excuses from those who are complacent, and they help to set meaningful targets in terms of measurable goals achieved by the world's educational leaders. Not least, in the face of rapidly improving education systems even those who claim that the relative standing of countries mainly reflects social and cultural factors must concede that educational improvement is possible.

While there is much debate on how to compare educational success and how to measure educational improvement, most will agree that the quality of an education system cannot exceed the quality of its teachers - and that the quality of teachers cannot exceed the quality of the work organisation in schools and the ways in which teachers developed and supported. Top school systems therefore pay attention to how they select and train their staff. They watch how they improve the performance of teachers who are struggling and how to structure teachers' pay. They provide an environment in which teachers work together to frame good practice and encourage professional development that leads to stronger educational practice. They provide intelligent pathways for teachers to grow in their careers and have moved on from administrative control and accountability to professional forms of work organisation.

But how exactly do we know? Many of us were lucky enough to have some great teachers: teachers who inspired us, who opened up new worlds for us, and whom we remember as people who changed the course of our life or deepened the meaning of it. But what makes a teacher great? And who decides? Even if there is plenty of excellent teaching, few can describe how exactly that looks like and, surely, those who cannot define good teaching are unlikely to develop good teachers. Any definition of good teaching will be complex. It will need to look at planning and preparation, including knowledge of content and pedagogy, knowledge of students, coherent teaching plans and knowing how to assess student learning. It needs to look at instruction, comprising teachers' ability to communicate effectively, use appropriate discussion techniques, engage students in learning, provide feedback and demonstrate responsiveness. It also needs to consider the climate of respect and rapport, how teachers establish a culture of learning and how they manage student behaviour. Last but not least, it needs to look at how teachers embrace a wider mission that includes the ability to work in teams, managing and sharing leadership responsibilities, providing advice to parents and building community partnerships in the standards of appraisal systems.

This makes it so important for the appraisal of teachers and teaching to go beyond teachers talking to other teachers and government officials and to include other stakeholders' perspectives. These perspectives can have a significant impact since behaviour is often influenced by what peers and leaders think, do and consider acceptable. The GEMS Education organisation has made an effort to find out. The general public was surveyed on how they rank the occupational prestige of teachers against that of other professions, on their perception of how students respect teachers and on the recognition and reward systems that are and that should be used. The results provide a first comparative quantification of the social status of teachers, as seen by those for whom they work. They offer an innovative perspective on the status of the teaching profession, even if some of the results are puzzling, such as ranking the status of teachers higher in educational underperformer Greece than

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in top-performer Finland.

Nevertheless, even if educational comparisons are fraught with difficulties, and their comparability remains open to challenges, that should not justify rejecting their use. Comparative data is a foundation on which education can reinvent its business model and build the coalition of governments, businesses, and social entrepreneurs that can bring together the evidence, innovation and resources to make lifelong learning a reality for all. They are a powerful instrument for policy reform and transformational change. They do this by allowing educational stakeholders to look at themselves in the light of intended, implemented and achieved policies elsewhere. They show what is possible in education, in terms of quality, equity and efficiency in educational services, and they can foster better understanding of how different education systems address similar problems.

The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those individuals, institutions and countries that are swift to adapt, slow to complain and open to change. The task for governments will be to ensure that their citizens, institutions and education systems rise to this challenge. ●



THE GLOBAL TEACHER STATUS INDEX

The survey explores the level of respect for teachers in different countries and of their social standing. Analysis of the data highlights a variety of significant factors. We examined: the profile of teacher respect; teaching as a sought-after profession; a contextual understanding of teachers' social status; views on pupil respect for teachers and summarised the data. We then developed an index or ranking of teacher status by country.

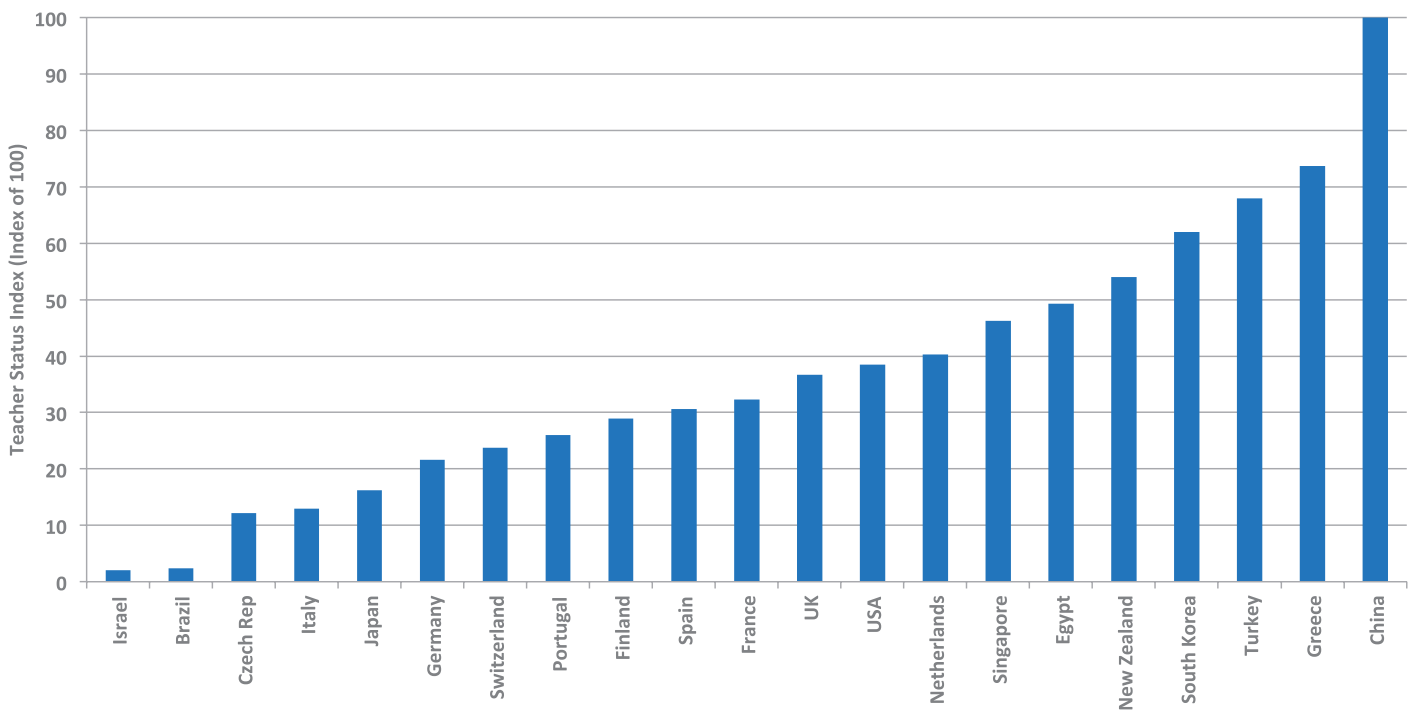
A statistical technique, Principal Component Analysis, was used to capture as much of the variance in the data as possible in the smallest number of factors. The aim of this procedure was to identify correlations between different variables where they were measuring the same thing, and hence reduce the observed variables into a smaller number of principal components. The Index is based on four of the questions that we asked in the study:

1. Ranking primary school teachers against other professions
2. Ranking secondary school teachers against other professions
3. Ranking of teachers according to their relative status based on the most similar comparative profession
4. Rating perceived pupil respect for teachers

To act as a comparator, the Teacher Status Index is presented on the following page as a table, against each country's average teacher salary, as well the PISA ranking of average scores per country. (PISA data not available for Egypt.)



Figure 1: Teacher Status Index



(21 survey countries indexed on a relative scale 1-100)

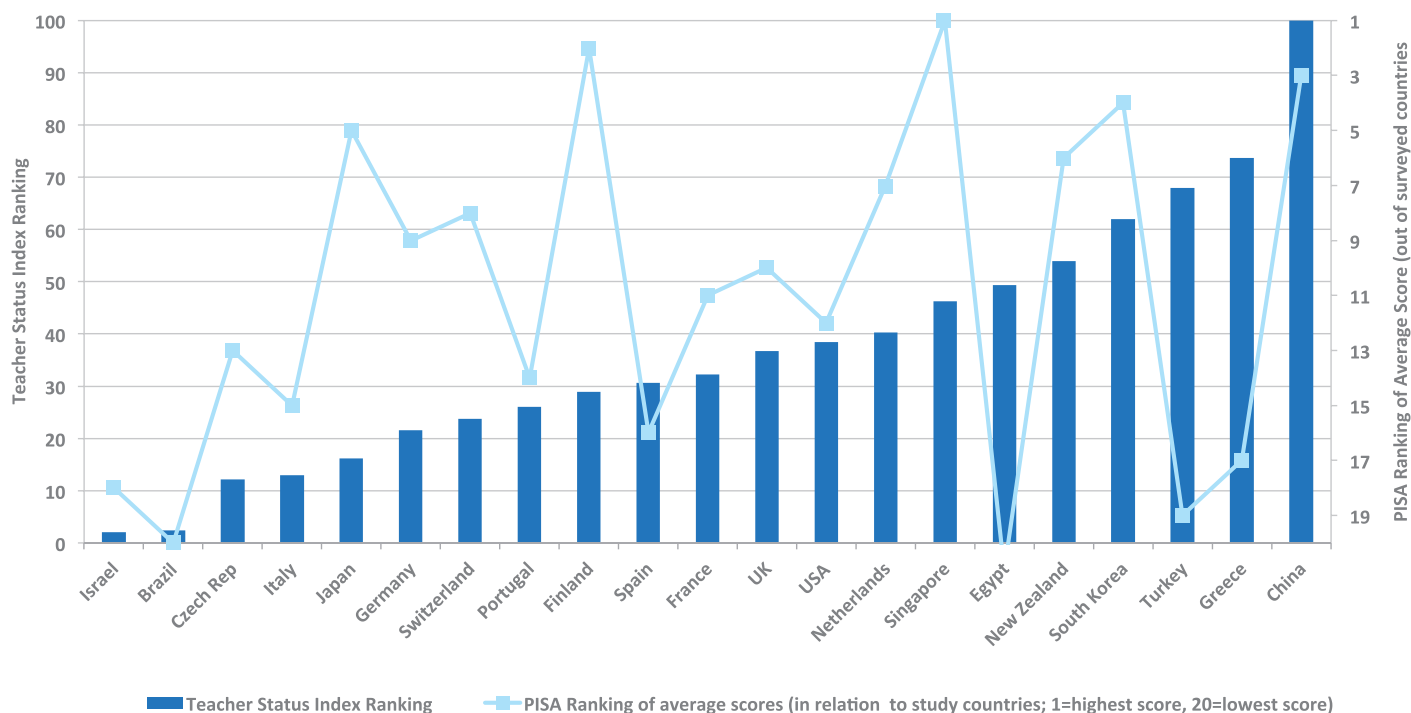


COUNTRY	INDEX RANKING	AVERAGE TEACHER SALARY (\$ USD, PPP ADJUSTED)	PISA RANKING (1 = HIGHEST PISA SCORE, 20 = LOWEST PISA SCORE)
China	100	\$17,730	3
Greece	73.7	\$23,341	17
Turkey	68.0	\$25,378	19
South Korea	62.0	\$43,874	4
New Zealand	54.0	\$28,438	6
Egypt	49.3	\$10,604	NOT AVAILABLE
Singapore	46.3	\$45,755	1
Netherlands	40.3	\$37,218	7
USA	38.4	\$44,917	12
UK	36.7	\$33,377	10
France	32.3	\$28,828	11
Spain	30.7	\$29,475	16
Finland	28.9	\$28,780	2
Portugal	26.0	\$23,614	14
Switzerland	23.8	\$39,326	8
Germany	21.6	\$42,254	9
Japan	16.2	\$43,775	5
Italy	13.0	\$28,603	15
Czech Republic	12.1	\$19,953	13
Brazil	2.4	\$18,550	20
Israel	2	\$32,447	18





Figure 2: Teacher Status Index against PISA rankings



(21 survey countries indexed on a relative scale 1-100)

The bar chart above displays each country's Teacher Status Index ranking, alongside the PISA ranking of average scores per country. This demonstrates that there is no apparent correlation between a country's Index score, and their education outcomes.

KEY FINDINGS

- There is no specific correlation between the status accorded to teachers through their Index score, and student outcomes in their country. There are, however, significant variations between different countries, due to a number of potential differences in perception and culture.
- China, South Korea, Turkey, Egypt and Greece respect their teachers more than all other European and Anglo Saxon countries.
- Israel and Brazil featured at the lower end of the Index Status Index with factors of 2 and 2.4 respectively.



TEACHER STATUS REPORT

We are beginning to understand how academic performance may relate to the resources that a country devotes to its educational system, the teacher recruitment process and how teachers are paid. What is much less well understood are the roles cultural factors and social standing play in the position of teachers in each country. More specifically we need to understand the impact of:

- How teachers are respected in relation to other professions
- The social standing of teachers
- Whether parents would encourage their children to be teachers
- Whether it is perceived that children respect their teachers
- What people think teachers ought to be paid
- Whether people think teachers ought to be paid according to the performance of their pupils
- The degree to which people trust their education system
- How much teachers are trusted to deliver a good education to our children
- Whether teachers unions have too much power.

The questions above are all dimensions of teacher status. An evaluation of teacher status can provide valuable insight for both educationalists and governments to improve educational outcomes. Furthermore, a global comparison may highlight trends and similarities across countries that can be evaluated to aid educational reforms.

The Varkey GEMS Foundation wanted to find out the answers to these questions. A 21-country survey was conducted from 1,000 representative respondents in each of the following countries: Brazil, China, Czech Republic, Egypt, Finland, France, Germany, Greece, Israel, Italy, Japan, the Netherlands, New Zealand, Portugal, Turkey, Singapore, South Korea, Spain, Switzerland, UK and the US. The results are collated in this report and are presented in three key sections:

- Teacher status
- Perceptions of teacher reward
- Teacher agency and control.

TEACHER STATUS

A central objective of our study was to understand how teachers are respected in different countries and what their social standing is. We did this in four ways:

- Exploring the profile of primary, secondary and head teacher status
- Analysing teaching as a sought profession, in terms of parental encouragement for their children to become teachers



- Creating a contextual understanding of teacher's social status relative to other professions
- Examining views on perceived pupil respect for teachers

Through an examination of these four factors, we aimed to establish whether there are relationships existing between the variables and across countries in terms of the respect held for teachers. The outcomes were incorporated into a Teacher Status Index that represents the respect held for the teaching profession both within each country and relative to others.

AN EXPLORATION OF TEACHER STATUS

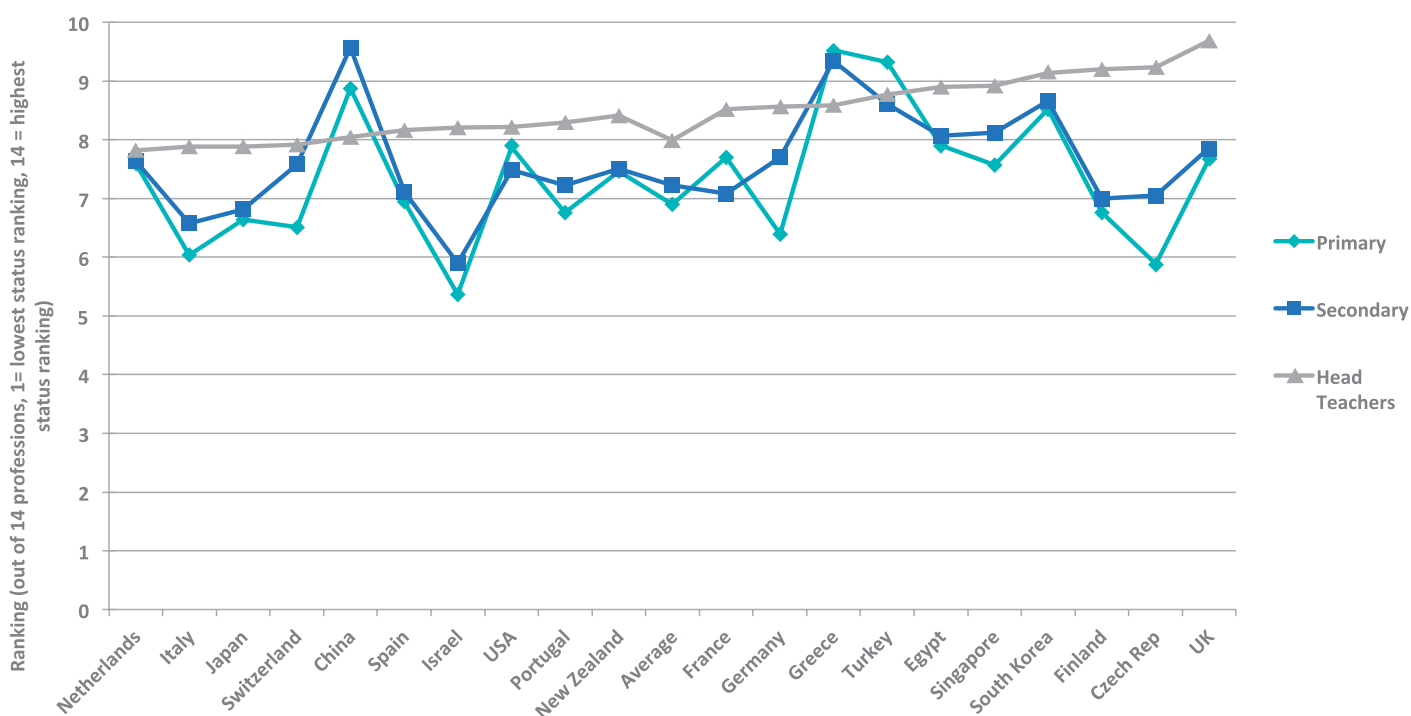
In order to determine the social standing of the teaching profession, we asked our participants to rank 14 occupations in order of how they are respected. The occupations chosen were:

- Primary school teacher
- Secondary school teacher
- Head teacher
- Doctor
- Nurse
- Librarian
- Local government manager
- Social worker
- Website designer
- Policeman
- Engineer
- Lawyer
- Accountant
- Management consultant.

These occupations were deliberately chosen as graduate jobs and were carefully selected with respect to how similar or dissimilar the work might be. By giving respondents a variety of alternative professions, we were able to extract a precise ranking of occupations. The essence of the results is captured in Figure 3 below. The line graph shows the average ranking of primary, secondary and head teachers from 1-14, with 14 as the highest ranking profession. The line graph has been ranked in terms of respect for head teachers for reference purposes.



Figure 3: Average status ranking of primary school teachers, secondary school teachers and head teachers against other professions



(1 = lowest status ranking, 10 = highest status ranking)

The average respect ranking for a teacher across the 21 countries was 7 out of the 14 professions. This is indicative of a mid-way respect ranking for the profession relative to the other professions selected. In 86% of countries head teachers are more highly respected than secondary teachers. In 81% of countries secondary teachers are more respected than primary teachers.

KEY FINDINGS

- In France, China, Turkey and the United States primary teachers are regarded more highly than secondary teachers.
- In China and Greece head teachers are ranked below primary and secondary teachers. This may be related to the form of administrative role played by a head teacher.
- Of all the countries surveyed, the UK has the highest respect for head teachers.

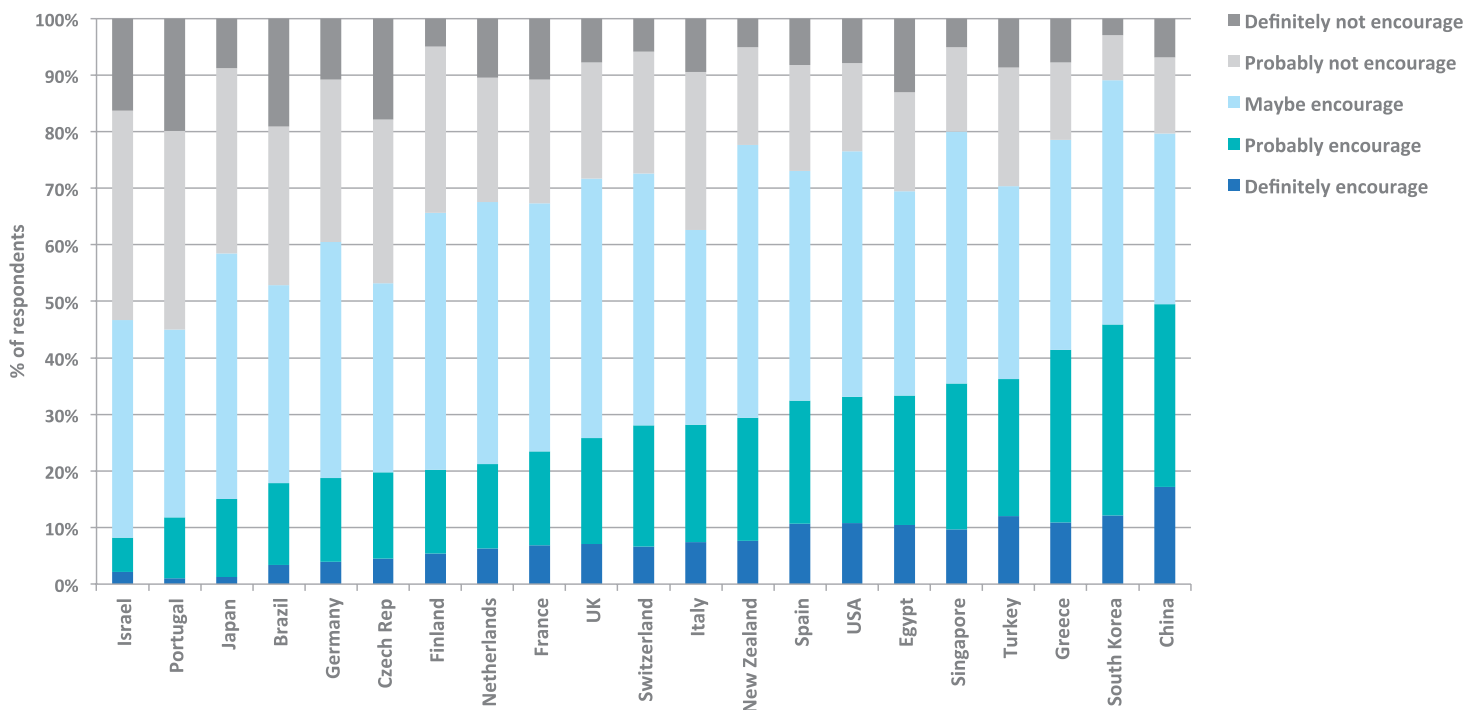
- In the Czech Republic there is a significant difference in ranking between categories of teachers. Primary and secondary teachers rank near the bottom of the country league table, while it ranks its head teachers at the top of the table.
- China, South Korea, Egypt and Turkey hold the most respect for teachers.
- Most of the European countries and the US are in the middle of the league table on all three rankings.
- Israel, Brazil and the Czech Republic hold the least respect for teachers.

TEACHING: A SOUGHT-AFTER PROFESSION

To analyse the status of the teaching profession further we examined whether respondents thought of teaching as a profession they would have their children aspire to. We asked participants to rate the extent to which they would encourage their child to become a teacher. The answers to this question have been summarised in Figure 4 (below).



Figure 4: Would you encourage your child to become a teacher?



(as a percentages of respondents)



To establish that the extent to which a parent would encourage their child to enter the teaching profession can be used as an indicator of respect for teachers, we plotted the percentage from each country who responded with 'probably encourage' and 'definitely encourage' against the average teacher respect in relation to other professions (Figure 4). A significant positive correlation was found with an R^2 value of 0.62 (Figure 5). This indicates that the higher the respect for teachers, the more likely a person is to encourage their child to enter the profession. We can therefore deduce from Figure 5 that countries such as China and South Korea hold a higher level of respect for teachers. This evidence fits with our ranked respect levels for teachers from Figure 3.

The concept of 'encouragement' is a complex one, and the extent to which respondents' answers were skewed by the potential earning power of teachers in their respective country needed to be examined. Naturally, most parents would wish their children to have a respected profession – but many would temper their encouragement for such a profession if it is not highly paid. It needs to be established as to whether results for Israel and Brazil (where encouragement was low) were skewed by a low potential earning power of the teaching profession, rather than a low respect for the teaching occupation.

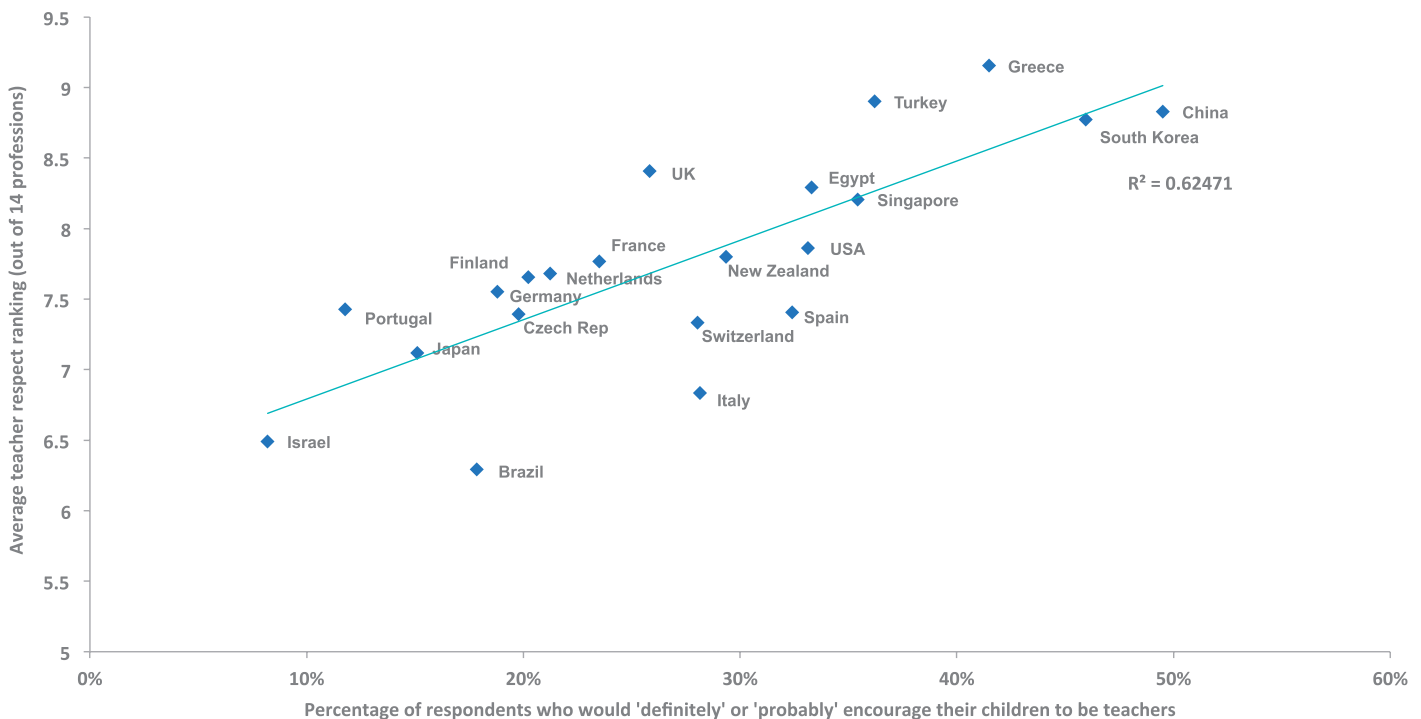
In order to establish the relationship between potential earning power and respect for the teaching profession, we plotted the percentage of participants for each country who answered that they would 'definitely encourage' or 'probably encourage' their children to become teachers, against the estimated, perceived fair and actual teacher wage for each country (see the following section for a further analysis). All three relationships had no correlations, indicating a lack of cross country association between the wages of teachers and whether a parent would encourage their child to enter the profession. Across the profile of survey participants, therefore, the judgment of encouragement for a child to join the teaching profession was not skewed by the potential earning power.

KEY COUNTRY FINDINGS

- There are significant contrasts between countries over the extent to which they would encourage younger generations to become teachers.
- While 50% of parents in China provide positive encouragement, only 8% do so in Israel.
- Parents in China, South Korea, Turkey and Egypt are most likely to give encouragement to children to become teachers.
- Parents in Israel, Portugal, Brazil and Japan are least likely to provide positive encouragement.



Figure 5: Positive encouragement for children to become teachers correlated against average teacher respect ranking compared to other professions



A CONTEXTUAL UNDERSTANDING OF THE SOCIAL STATUS OF TEACHERS

Quantifying the status of a profession is immaterial if there is no understanding of what that number translates to in the context of each country. Alongside ranking teaching as a profession against others, we asked respondents to nominate the profession that was most like teaching in their country. Figure 6 represents the summary of the responses in a graph that shows the number who responded to the five most named alternative career comparators.

- Social worker
- Nurse
- Librarian
- Local government manager.
- Doctor

There is no complete international consensus on what constitutes a comparative profession for teaching. However, in a majority (two-thirds) of countries the social status of teachers is judged to be most similar to social workers.

When analysing perceptions on the social status of teachers it was important to examine the factors that influenced respondent's choices. One factor which explains some of the patterns in these responses is that teachers in many countries are regarded as civil servants and treated as such in terms of the way their pay is fixed and up-rated, the nature of their pensions and the form of their work contracts, security of employment and entitlement to holidays. This is true of countries such as Germany, Italy, Spain, Switzerland and the Netherlands, where teachers are regarded as being most similar to social workers.

These comparators, therefore, are most instructive of how teachers are regarded in different cultures. The judgements reflect the type of work teachers do in different countries and the way they go about their job. The high reverence for teachers in China is clear because the comparison with doctors shows their position among the most respected members of society. In contrast, countries where teachers are considered most like librarians hints towards a wholly different relationship of parents with teachers, who are regarded in a more formal administrative capacity. In 67% of countries, however, teaching is seen as a job that deals with people on a personal supportive basis and, hence, the status equivalent to a social worker. While there is no international consensus or link between gross domestic product (GDP) and the status a nation gives to its teachers, there are links between the types of work teachers complete and how teachers are regarded by the state in political and economic terms. Our evidence, therefore, reflects the variety of institutional structures and societal norms of our sample countries.

KEY COUNTRY FINDINGS

- In the US, Brazil, France and Turkey people thought teachers were most similar to librarians.
- In New Zealand people think the job of teaching is most similar to nursing.
- In Japan people think teachers are most similar to local government managers.
- It is only in China that people think of teachers as being most closely compared to doctors. In the UK, by contrast, fewer than 5% of respondents thought teachers had an equivalent status to doctors.



Figure 6: Teachers' social status compared to doctors, librarians, social workers, nurses and local government managers as a percentage of professions considered most similar

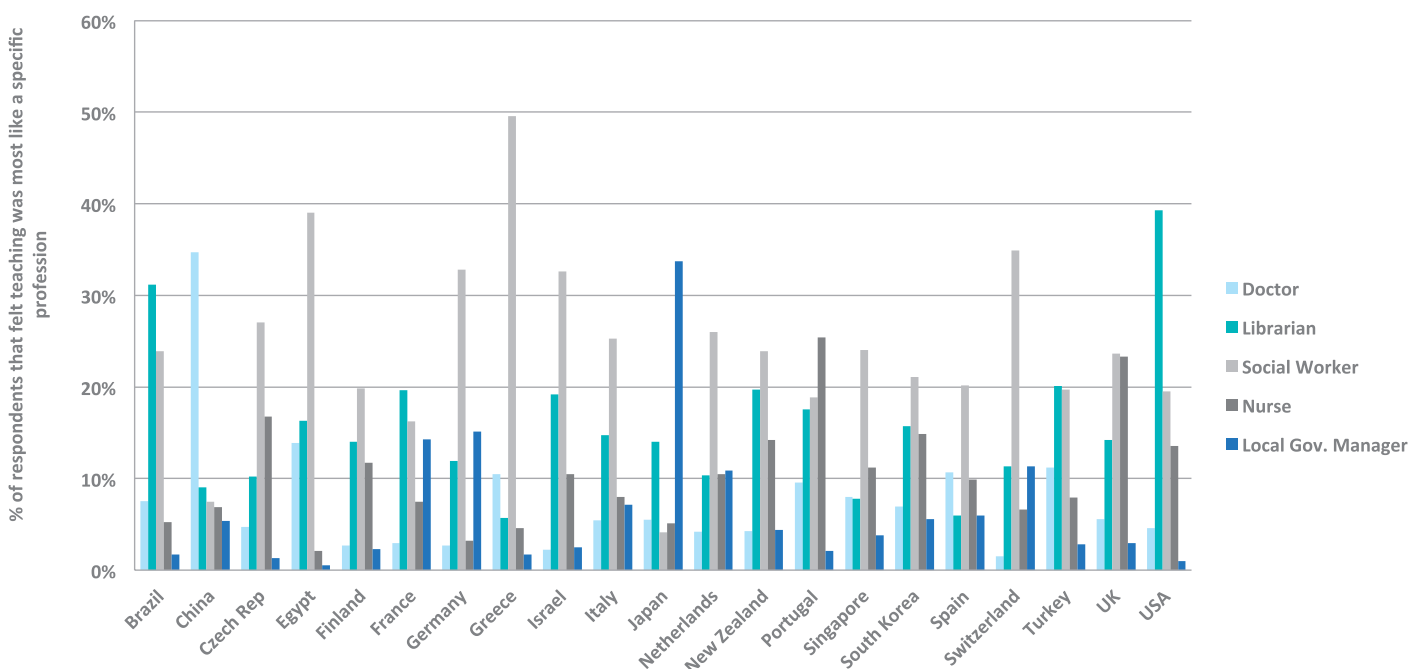
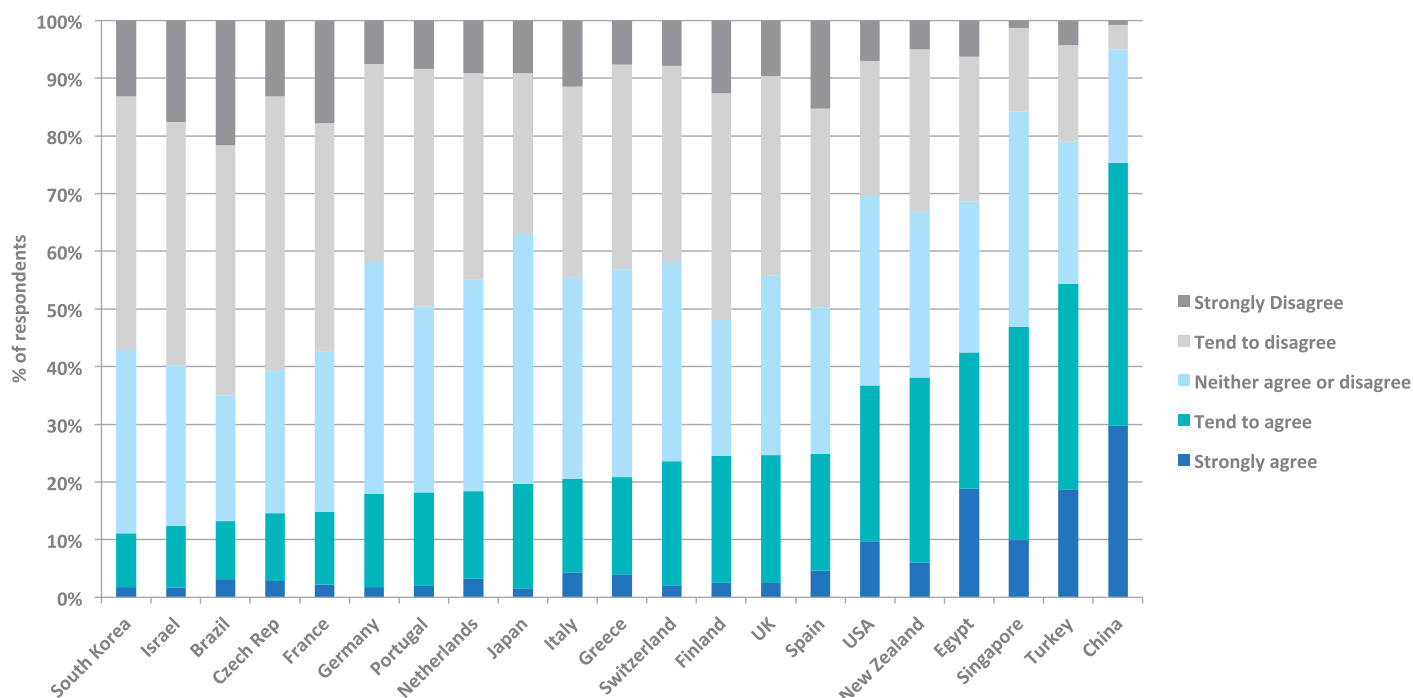




Figure 7: Do pupils respect teachers?



(as a percentage of respondents)

PUPIL RESPECT FOR TEACHERS

There are many potential dimensions of respect for teachers. We also looked at respect by asking respondents whether they believe teachers are respected by their pupils. The responses to this question are summarised in Figure 7.

There are major international differences between how much people think that pupils respect teachers. Of interest is the fact that there is only a weak correlation ($R^2 = 0.3$) between respect for teachers and the perceived pupil respect for teachers. For example, in South Korea average teacher respect was rated 5th highest at 8.3, yet pupil respect for teachers ranked lowest out of the 21 countries. This might reflect a generational gap in the level of respect shown by countries such as South Korea, where older generations perceive those below them as having lost the traditional respect held for professions such as teaching. We suggest that parents of pupils believe that students do not respect their teachers enough – or as much as they should do. This is not the case for all countries. China, Turkey and Egypt have both high pupil and respondent respect for teachers. On the other hand, Israel and Turkey have both low pupil and respondent respect for teachers.

KEY COUNTRY FINDINGS

- In China 75% of respondents believe that students respect teachers, compared to an average of 27% per country.

- Turkey, Egypt and Singapore have a high level of belief that pupils respect teachers that averages at 46%.
- Across Europe there are higher levels of pessimism about students' respect for teachers than in Asia and the Middle East. In most of the European countries surveyed, more respondents thought that pupils disrespect teachers than respect them.
- Those surveyed in the US are 10% more likely to think that pupils respect teachers than those in Europe.

PERCEPTIONS OF TEACHER REWARD

One important dimension of how an occupation is regarded, which is inextricably linked to standing or social status, is pay. For many, status in a culture depends on how much you are paid in absolute or relative terms. Hence, it is quite difficult to disentangle what teachers are actually paid, what people think they are paid, and what people think they ought to be paid. How the answers to these questions relate to social standing is even more subtle.

This study found a novel way to make these distinctions. In strict order (with no way of seeing the questions that were to follow) we asked people what they thought a starting secondary teacher was actually paid in their own country – the estimated actual wage. Then we asked them what they thought was a fair wage for such a teacher – the perceived fair wage. Finally, we told them what a

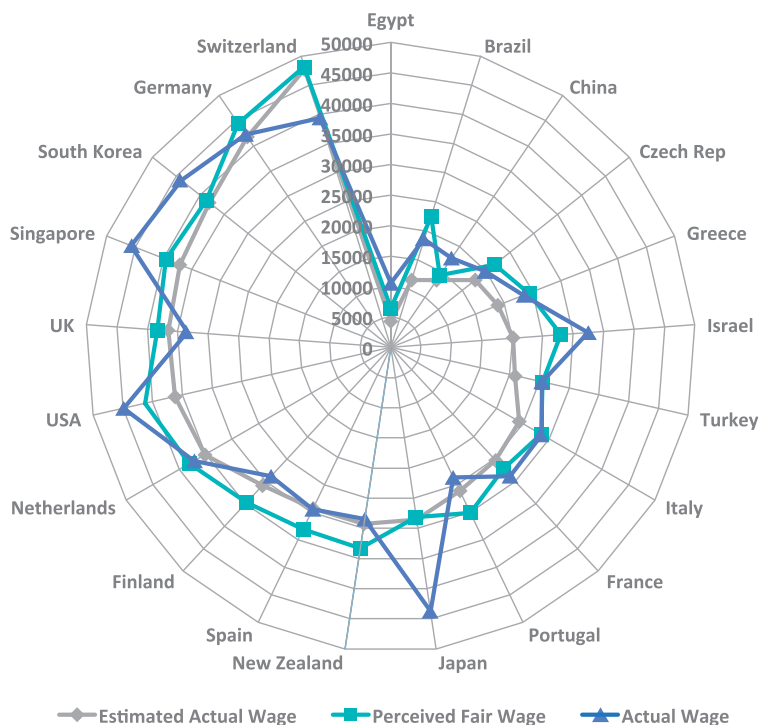


secondary school teacher's starting salary actually is in their own country in their local currency - the actual wage. Then we asked them to judge whether they thought such a level of pay was too little, about right or too much. For the most part, as we can see from Figures 8 and 9, the public has reasonable perceptions of what their teachers are actually paid.

In most countries, the perception of what teachers earn is reasonably accurate. However, in South Korea, Japan, Singapore, Israel and the US teachers earn more than people think they do. The starting wage for teachers in the UK, Brazil, New Zealand, Spain and Finland is significantly lower than what people thought. Respondents from these countries placed starting teacher wages 20% lower than the actual starting wage.



Figure 8: Estimated teacher wages, perceived fair teacher wages and actual teacher wages



(Wage US\$, PPP adjusted)

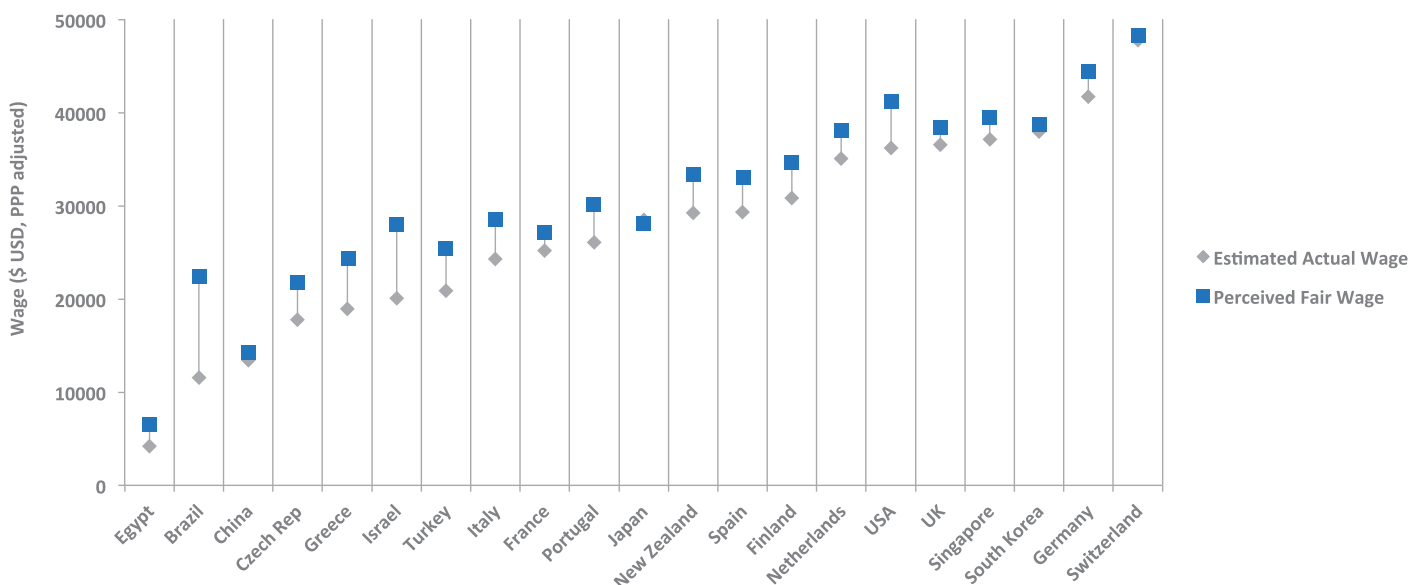
Figure 8 shows us that those countries where teachers' relative pay is lowest – Israel, Brazil and Egypt – are the countries where, understandably, people think teacher pay needs to be raised the most in order to be fair. In the case of Egypt our respondents thought that teachers ought to be paid 2.4 times what they perceived they are paid. In Turkey, Greece and Israel respondents thought that teachers ought to be paid 30-40% more than they were thought to be paid.

KEY COUNTRY FINDINGS

- Most countries judged a fair rate of pay as similar to teacher's actual pay.
- In Japan, France and the US it was judged that actual pay is between 6% and 55% higher than a fair rate of pay. This was opposite to most of the other countries surveyed, where they judged wages as below a fair rate of pay.
- In 95% of our surveyed countries people think that teachers should be paid a wage in excess of the actual wage they thought they received.
- In the vast majority of countries people think teachers ought to be rewarded with fair pay that is between 1-40% more than what they are presently getting.
- In the case of the US and the UK the same fairness question indicates that people think fair pay would involve teacher pay rising by 3% (in the UK) to 8% (in the US).



Figure 9: Estimated teacher wages and perceived fair teacher wages



In order to gauge the impact wages have on student learning, we correlated each country's average PISA score against the estimated actual wage, the perceived fair wage and actual wage of teachers. Of significance was that all three correlations were positive, indicating that the higher teacher wages, the greater student outcomes.

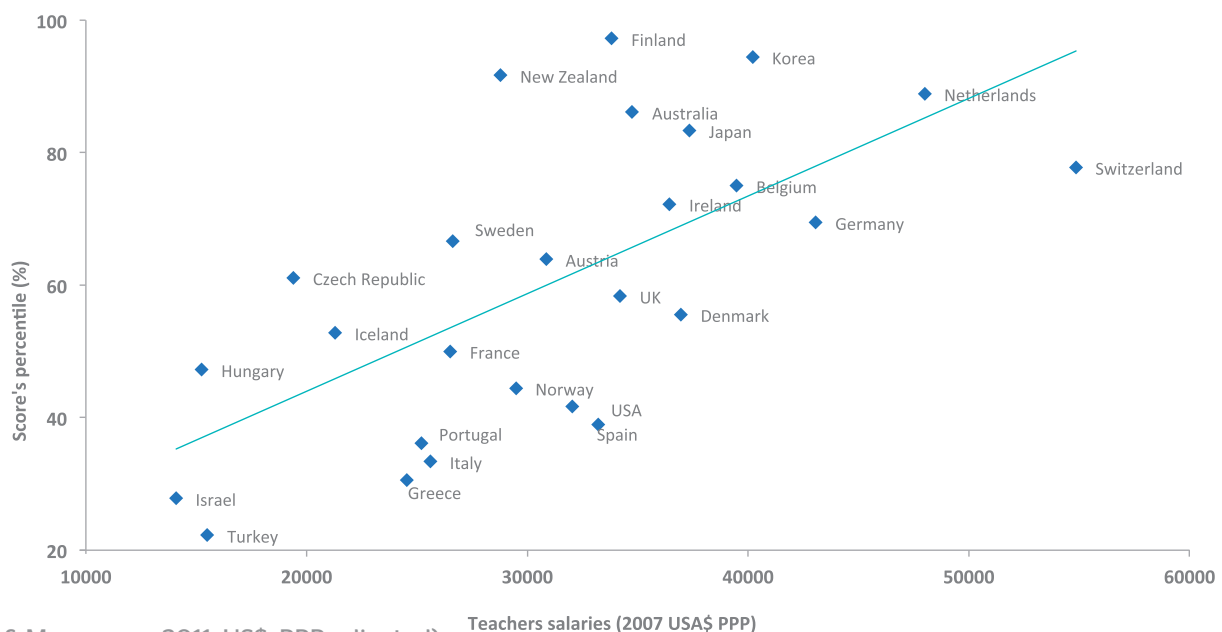
Our findings add a new dimension to work previously undertaken by Dolton and Marcenaro (2011) on the relationship between teacher salaries and student outcomes. Dolton and Marcenaro found that the higher teacher salaries in a country, the greater the student outcomes (Figure 11). This research suggests that it is not just actual teacher wages that relate to student outcomes, but what the public estimates or perceives to be a teacher's wage. In countries where the estimated or perceived view on teacher wages was higher, student outcomes were better



Figure 10: Respondents' estimated teacher wage correlated against average PISA scores



Figure 11: Relationship between teacher salaries and pupil attainment



(Dolton & Marcenaro, 2011; US\$, PPP adjusted)



PERFORMANCE-RELATED PAY

Although it has been established that higher salaries are associated with improved student outcomes, there has been much academic and political debate over how teachers should be paid. Rather than raising teachers' wages in the hope of higher student outcomes, many have asked whether teacher pay should be subject to the achievement of their pupils. Teachers would have their annual wage based on previous student outcomes to encourage a heightened responsibility for results (performance-related pay). To establish public opinion on these topical matters, we asked our participants whether they thought that teachers ought to be paid performance-related pay (PRP). The results are presented in Figure 12.

Overall there is a lot of support (strong agreement or tending to agree) for the proposition that teacher PRP should be used. At least 59% of people across all surveyed countries either strongly agreed or tended to agree that teachers should be paid according to performance. However, there is also a remarkable degree of variation in the response across our countries. There is a weak negative correlation between the desire for a PRP-based system and educational outcomes. The relationship suggests that the higher the educational outcomes in mathematics, science and reading of a country, the weaker the desire for a PRP-based system. It is interesting to note that where countries are performing well in PISA scores, the desire for PRP as this may relate to the successful

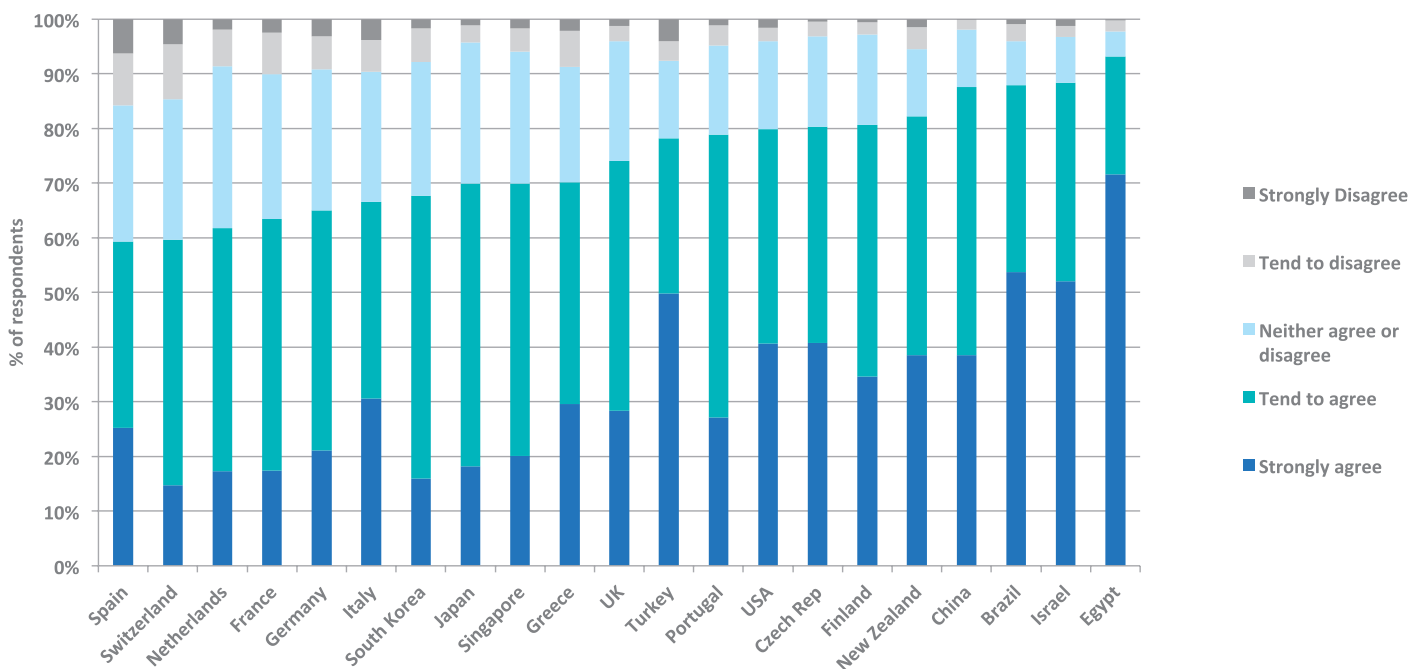
promotion of their educational system. When we related levels of teacher respect to the desire for a PRP-based system, no relationship between the two variables were found. This indicates that respect for teachers does not influence the public's desire for this form of teacher pay.

KEY COUNTRY FINDINGS

- In all 21 countries, more than 59% of people think teachers ought to be paid according to the performance of their pupils. The average across countries was 75%.
- In Egypt the figure was over 90%, while in Israel, China, Brazil and New Zealand the figure was over 80%.
- In Egypt 72% of people strongly agreed that teachers should be paid according to their pupils' performance.
- At the other extreme in Switzerland only 15% of people thought performance-related pay was appropriate for teachers.
- Of significance, is that both Finland and China had a large proportion of respondents answer that teacher PRP is desirable. This is surprising in China because we do not usually think of a Communist system as potentially favouring a PRP system. In Finland this result is surprising because the country appears to have the strongest performing teachers, at least on average.



Figure 12: Should teachers be rewarded in pay according to their pupils' results?



(as a percentage of respondents)



TEACHER AGENCY AND CONTROL

One important aspect of the status of teachers in society is the extent to which they are seen as delivering quality education to their pupils. In this regard, it is also appropriate to consider additional stakeholders such as government or unions, which influence the education system and carry responsibility for delivering quality education. Against this background we analysed:

- The degree to which people thought teachers could be trusted to deliver a good education
- The extent to which people rate the education system of their country
- Public opinion regarding the influence of teacher unions on teacher pay and conditions.

TRUSTING TEACHERS TO DELIVER EDUCATION

When asked about the health system of their own country, many people may respond that it is poor. Yet, when asked about their own doctor, many will answer that he or she is good. We wanted to find if the same phenomenon can be observed for teachers and the education system. Do we think the teachers of our own children are good despite the possibility that we think our own education system is failing? To address this issue we asked respondents to rate the education system in their own country and to judge whether they thought teachers could be trusted to deliver a good education. Figure 13 shows the country ranking on the question of whether teachers can be trusted to deliver a good education.

There is no correlation between trusting teachers and educational outcomes. For example, Brazil places the most trust in their teachers, yet has one of the lowest learning outcomes of the study countries. This suggests the public view learning outcomes as a product of the whole education system and thus holds a broad range of stakeholders responsible, not just teachers.

There is no correlation between trusting teachers and the VGF Teacher Status Index. Similarly, no correlation exists between trusting teachers and respect for teachers. This suggests that while the teacher may be given a high status in society, this does not mean that they are necessarily trusted by the public to deliver quality learning outcomes.

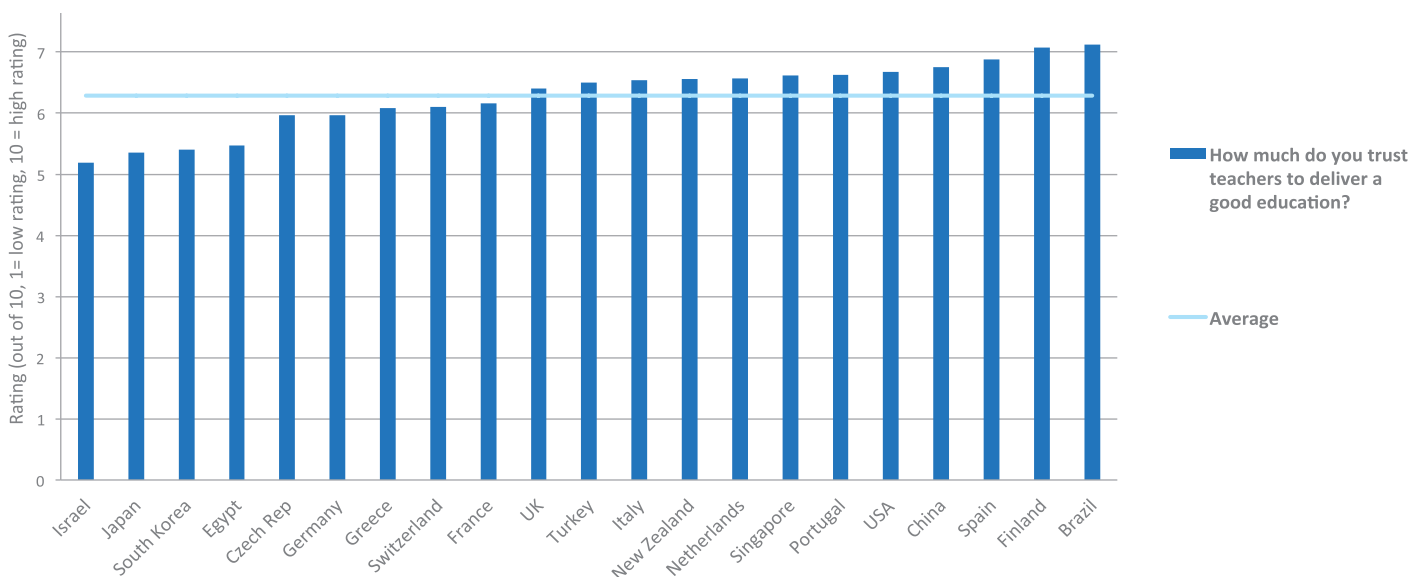
Conversely, a country that attributes low social status to their teachers may in fact trust them to deliver a good education, but simply do not hold high regard for the profession. Thus, trusting teachers to deliver good education and respecting teachers are two separate things.

KEY COUNTRY FINDINGS

- The average score across all 21 countries is a rating of 6.3 out of 10.
- No country gave a rating below 5, suggesting all countries place satisfactory to positive trust in their teachers.
- The results show Finland and Brazil at the top of the table displaying strong trust in their teachers, while Israel, Japan, South Korea and Egypt are at the bottom of the table, showing limited trust for their teachers.



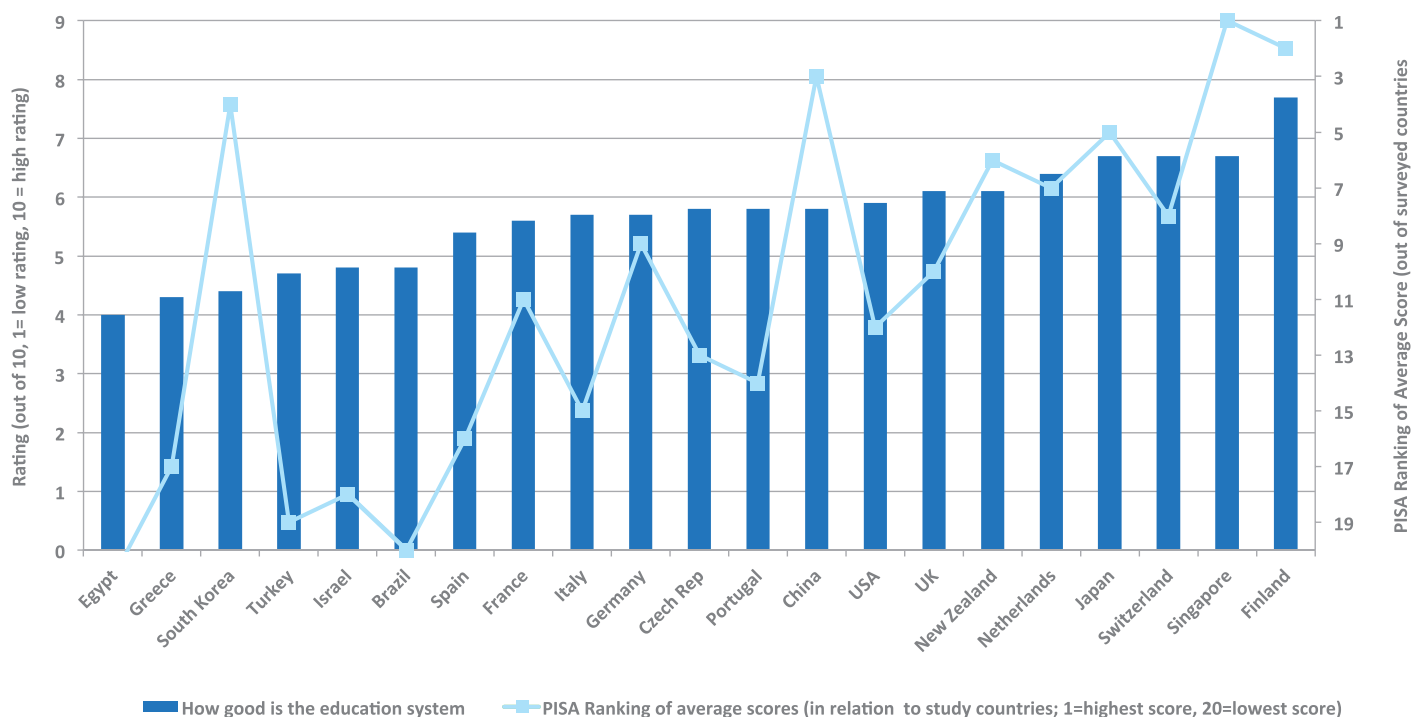
Figure 13: Do you trust teachers to deliver a good education?



(rating out of 10, 1=low rating, 10=high rating)



Figure 14: How good is the education system?



(rating out of 10, 1=low rating, 10=high rating) against PISA rankings of average scores (rankings created in relation to study countries; 1=highest score, 20=lowest score)

PERCEPTIONS OF THE QUALITY OF THE EDUCATION SYSTEM

We found different results when we asked people to rank their education system without attributing any responsibility to teachers. This summary information is contained in Figure 14.

In general the public trust teachers more than they believe their education system is good, with higher scoring given to teachers. There is a weak positive correlation between the two. Generally, people showed greater trust in teachers where they rated the education system to be 'good'. However, this was not uniform. For example, Brazil put great trust in their teachers but rated their education system poorly.

A further interesting dimension to this story is given by simply correlating how people rank their education system and how that system actually performs in terms of the PISA scores for the children. Here we see that the countries that have good PISA scores are most systematically ranked as good by the public. Clearly, much of the message and country-wide perception of an education system is now being internalised in terms of PISA scores and the international rankings produced by the OECD. Interestingly, what clearly varies is the extent to which teachers are held responsible (or culpable) for the success or failure of a country's educational

system. There is no statistical association between how good an education system is in terms of PISA scores and how much trust the population puts in its teachers.

KEY COUNTRY FINDINGS

- The average score across all countries is a rating of 5.6. Seven countries rate their education system below 5, suggesting they perceive their education system as substandard.
- The evidence shows Finland, Switzerland and Singapore are at the top of the table, and South Korea, Egypt and Japan are at the bottom.
- Finnish respondents have more faith in their education system than respondents in any other country. Evidence shows Finland has a good education system and teachers are given the credit.
- Whereas in Israel people feel that teachers cannot be trusted to deliver a good education, but that the education system is not too bad.



WORLDWIDE PERCEPTIONS OF TEACHER UNIONS

One interesting part of the story may be the way in which teachers are represented nationally in a country. Figure 15 shows us what people think about the role of teacher unions. We asked specifically whether people thought that teacher unions had too much influence over teachers' pay and conditions.

There are mixed results on whether unions have too much or too little influence over teachers' pay and conditions. In the UK and many European countries more people support the unions having more influence over pay and conditions than those that support them having less influence.

KEY COUNTRY FINDINGS

- Interestingly, some of the countries with the most recent history of teacher union unrest and direct action, namely Japan, Greece, France and the US, have the highest proportions of people who think teacher unions have too much influence.
- In contrast, the Czech Republic, China, Egypt and Turkey have the lowest number of people who suggest that teachers unions have too much influence. These are the countries where teacher unions have played a less important political role.

Figure 16 shows that in countries with higher educational outcomes, the respondents were less likely to think the unions hold too much influence. This is an interesting finding, which suggests that respondents feel that unions have too much influence in countries where educational outcomes are lower, perhaps attributing union activity as a factor in lower student outcomes.

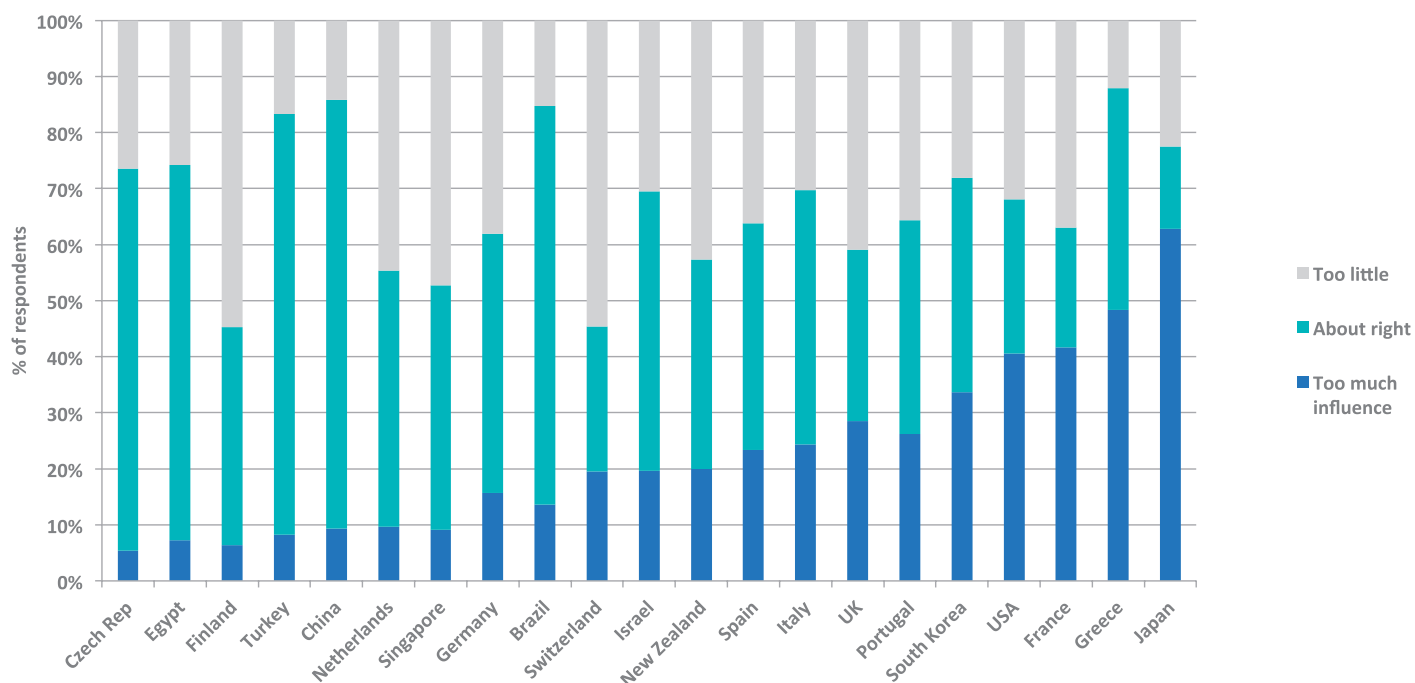
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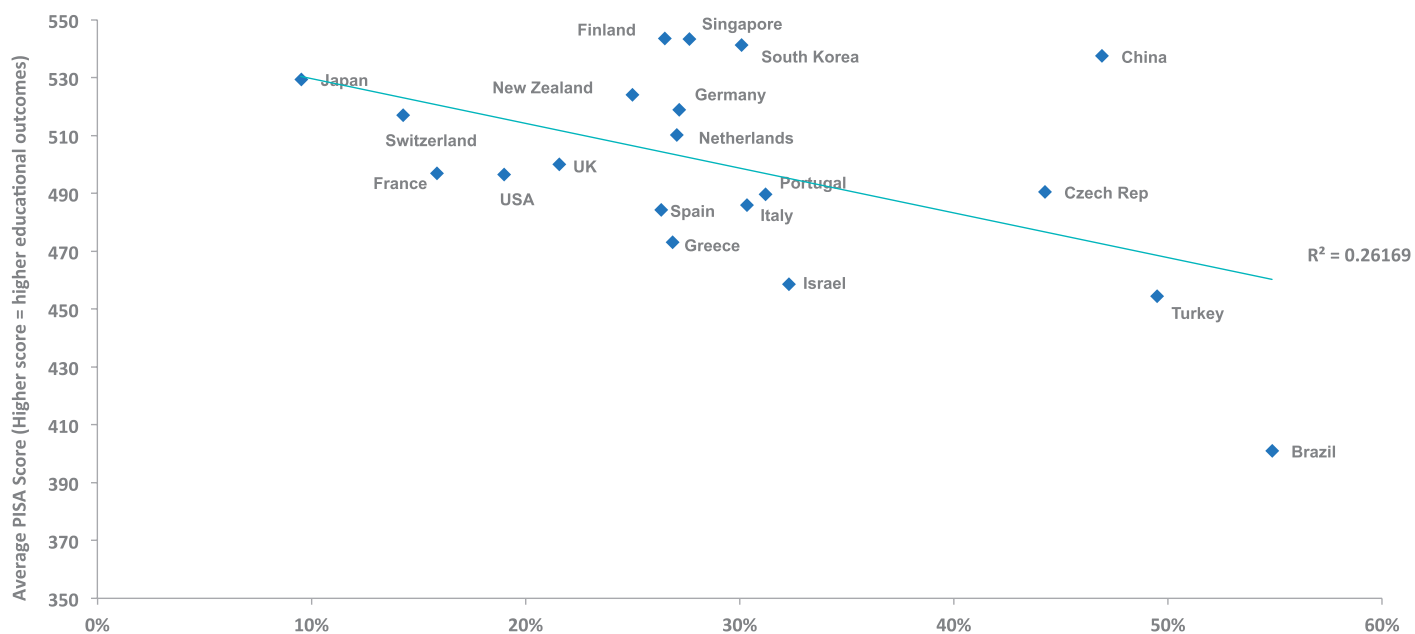
Figure 15: Do teacher unions have too much influence over teachers' pay and conditions?



(as a percentage of respondents)



Figure 16: Percentage of respondents who believe unions have too much influence over pay and conditions correlated against average PISA Scores



COUNTRY PROFILES

• Brazil.....	29
• China	30
• Czech Republic.....	31
• Egypt.....	32
• Finland.....	33
• France.....	34
• Germany	35
• Greece.....	36
• Israel	37
• Italy	38
• Japan.....	39
• Netherlands	40
• New Zealand.....	41
• Portugal	42
• Singapore.....	43
• South Korea	44
• Spain.....	45
• Switzerland	46
• Turkey	47
• UK	48
• US.....	49



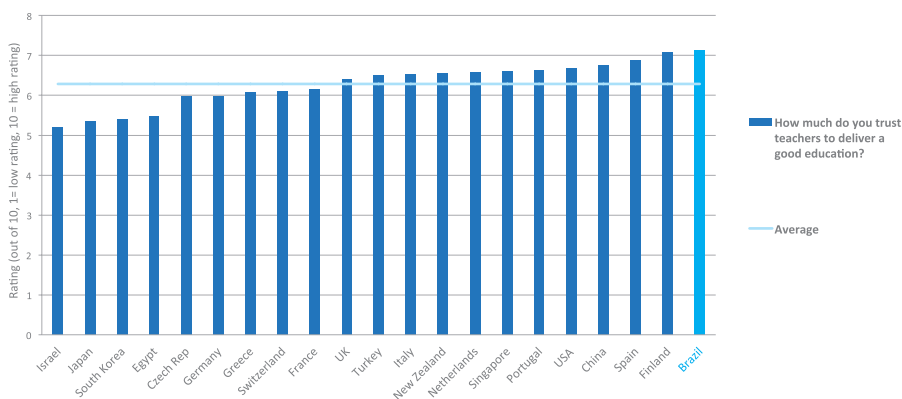
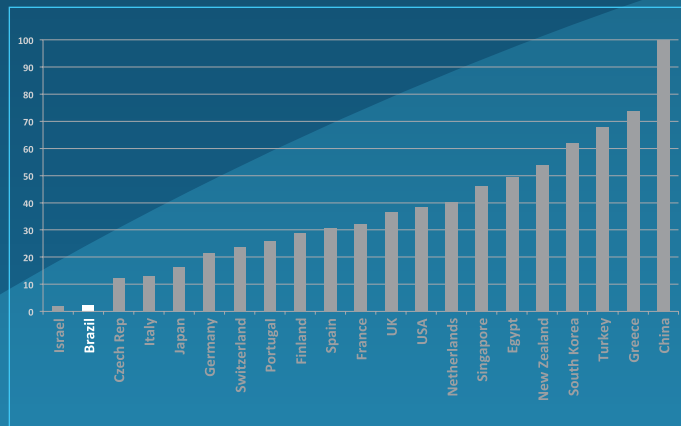


BRAZIL

Teacher Status Index: **2.4**

Brazil had a low Teacher Status Index, significantly lower than the average from the study, which is 37. Whilst respondents in the study gave a low ranking to their education system, Brazil is at the top of the table for trusting teachers to deliver a good education. This may have had an impact upon 47% of respondents not encouraging their child to become a teacher; although individual teachers are trusted, respondents lack faith in the education system and teaching environment, rather than individual teachers. The low Teacher Status Index ranking is matched with comparably low learning outcomes. Brazil performs below countries of a similar GDP in PISA tests.

TEACHER STATUS INDEX



KEY FINDINGS

- Brazil is the highest ranking country for trusting teachers to deliver a good education, with a score of 7.1/10, out of all of the surveyed countries.
- 88% of respondents believe teachers should be paid according to their pupils' results, which complements the view that Brazilians trust teachers to deliver a high quality education.
- Brazilian respondents are most likely to feel that students do not respect teachers.

Responses to: 'Do you trust teachers to deliver a good education?' (Rating out of 10, 1=low rating, 10=high rating)

KEY INDICATORS			
Population (million)	198.7	GDP per capita (\$)	11,310
Public expenditure on education (% of GDP)	3.49	Qualifying teacher wage (\$)	N/A
		Minimum teacher qualification	ISCED

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	412	495	N/A	541
MATHEMATICS	386	497	N/A	529
SCIENCE	405	499	N/A	530



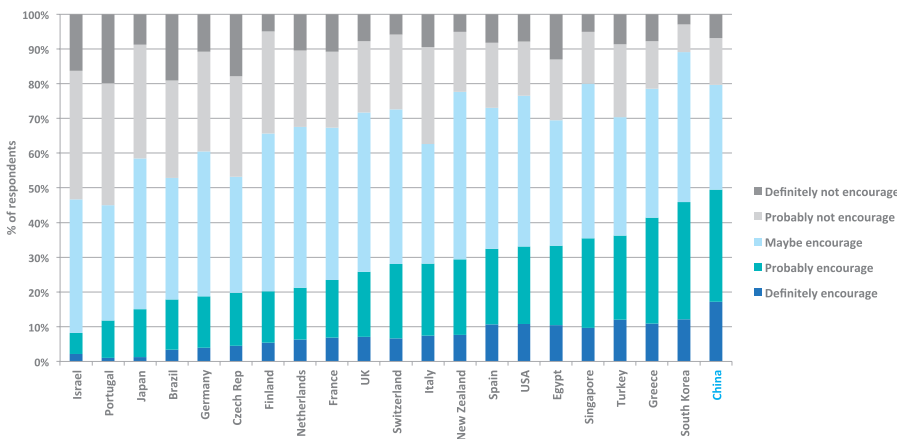
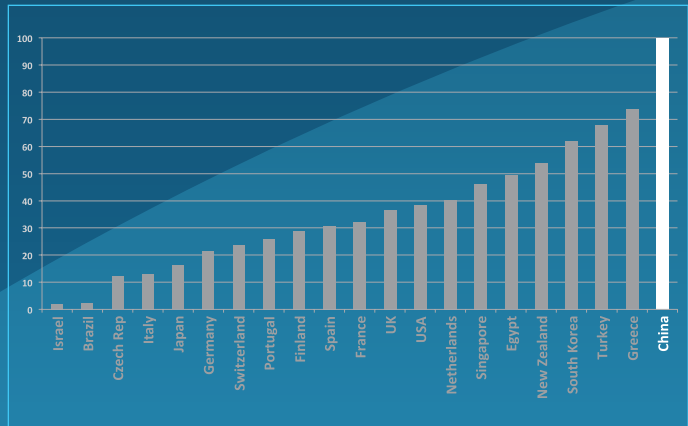


CHINA

Teacher Status Index: **100**

China had the highest Teacher Status Index ranking out of our surveyed countries, with an index of 100. China was consistently at the top of our charts on teacher respect and status, which ranged from having the highest respect for secondary school teachers to being the most likely to give encouragement to children to become teachers. Of significance was that China was the only country to rank doctors as holding the same social status as teachers, indicative of the high status attributed to the teaching profession. Although teacher respect and status was high, this is not so for public opinion on the educational system, with China mid-rank on how successful the public defines its educational system.

TEACHER STATUS INDEX



KEY FINDINGS

- Over 70% of Chinese respondents believe students respect their teachers.
- China is the only country where the majority rank teachers as holding the same social status as doctors.
- 50% of China's respondents state they would encourage their child to become a teacher.

Responses To: 'Would you encourage your child to become a teacher?' (As percentages of respondents)

KEY INDICATORS			
Population (million) 1350.7	GDP per capita (\$) 9,233	Qualifying teacher wage (\$) N/A	Teacher Status Index 100
Public expenditure on education (% of GDP) N/A			

LEARNING OUTCOMES

	PISA Scores	Average PISA (STUDY COUNTRIES)	TIMMS Scores (4TH GRADE)	Average TIMMS (STUDY COUNTRIES)
READING	518*	495	N/A	541
MATHEMATICS	556*	497	N/A	529
SCIENCE	539*	499	N/A	530

*Average of four available regions used.